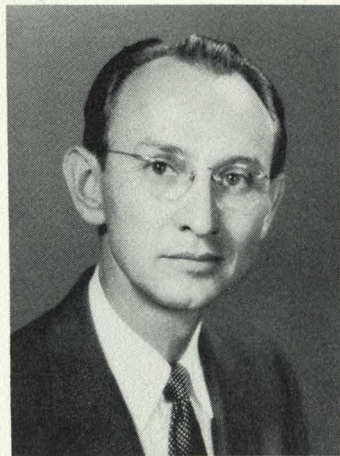
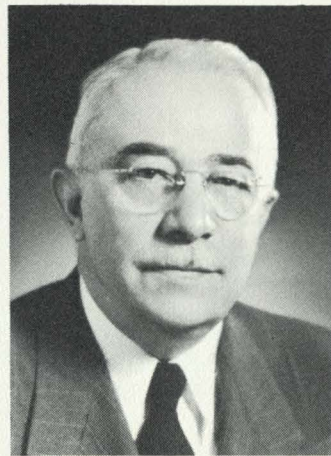


Dr. W. Earl Strickland



Rev. J. Frederick Wilson



Dr. Goodrich C. White

Wesleyan's 121st Commencement Weekend Will Feature President and Two Trustees

Wesleyan's new president and two of her trustees will take part in the 121st commencement program May 27-30.

Dr. W. Earl Strickland, elected president of Wesleyan on January 4th, will deliver the principal address at the annual alumnae meeting on Saturday, May 28th. He will speak on "The Purpose of Education".

The Reverend J. Frederick Wilson, pastor of the First Methodist Church of Albany, will preach the Baccalaureate Sermon Sunday afternoon, May 29th, at four o'clock.

Dr. Goodrich C. White, Chancellor of Emory University, will deliver the Commencement address at the exercises Monday morning at 9:30 a.m. The title he has chosen is "And Now Tomorrow".

All alumnae are cordially invited to attend both the Baccalaureate and Commencement

programs. (Of course, you are **expected** to be with us for Alumnae Day!)

Dr. White, president of Emory from 1942 until 1957, holds degrees from Emory University, Columbia University, the University of Chicago, University of Chattanooga, Hamline University, the University of North Carolina, Cornell College, and Dickinson College. He once served as professor of psychology and education at Wesleyan.

He is a member of Phi Beta Kappa, having served as president of the United Chapters from 1952-55. Other presidencies he has held include: Association of Georgia Colleges, Conference of Academic Deans of the Southern States, Conference of Deans of Southern Graduate Schools, University Senate of The Methodist Church, and Southern University Conference.

The Reverend Wilson also taught on the Wesleyan faculty. He holds the B.A. degree from Emory University and the Bachelor of Divinity degree from the Candler School of Theology.

He is a member of Phi Beta Kappa and of Omicron Delta Kappa honor societies. He became a member of the South Georgia Conference in 1938 and served overseas as a Chaplain in the U. S. Navy during World War II.

For eight years he served as Chairman of the Board of Ministerial Training of the South Georgia Conference. His oldest daughter, Victoria, will receive the B.F.A. degree Monday morning, May 30th.

We at Wesleyan are especially proud that our own "family" will participate in the commencement exercises this year.

COMMENCEMENT WEEKEND

Friday P. M. May 27

2-6 Alumnae Registration
6:30 Candlelight Dinner
(Reservation Required)
8:00 Reception—Magnolia Hill
9:00 Reunion Parties

Saturday May 28

11 AM Wesleyan Alumnae Association Meeting
1:30 Alumnae Luncheon
(Reservation Required)

Sunday May 29

4:00 Baccalaureate Sermon
Porter Family Auditorium

Monday A.M. May 30

9:30 Commencement Address
Dr. Goodrich White
Awarding of Degrees
Dr. W. Earl Strickland
President Wesleyan College

RESERVATION BLANK

All Alumnae are invited to come for Alumnae Weekend to help begin the Association's second century of service! A special invitation is extended to all reunion classes.

Name _____ Class _____

Address _____
No. Street City State

I wish to make reservation for:

Room — \$2.00 ☐

Dinner — 1.50 ☐

Breakfast — .75 ☐

Luncheon — 1.50 ☐

Total — \$5.75

DEADLINE

Reservations must be in the Alumnae Office by Monday, May 23, accompanied by your check.

Wesleyan
Will Welcome
You!

Alumnae Day, May 28, 1960

THE WESLEYAN ALUMNAE
MACON, GA.

Vol. XLVI

May, 1960

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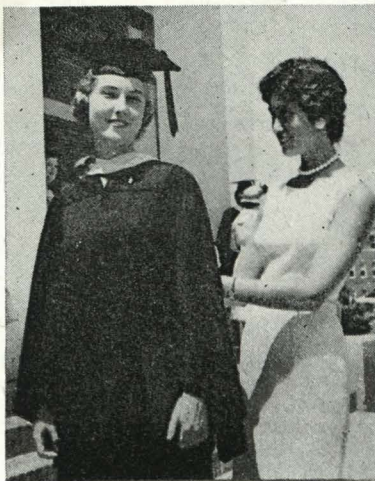
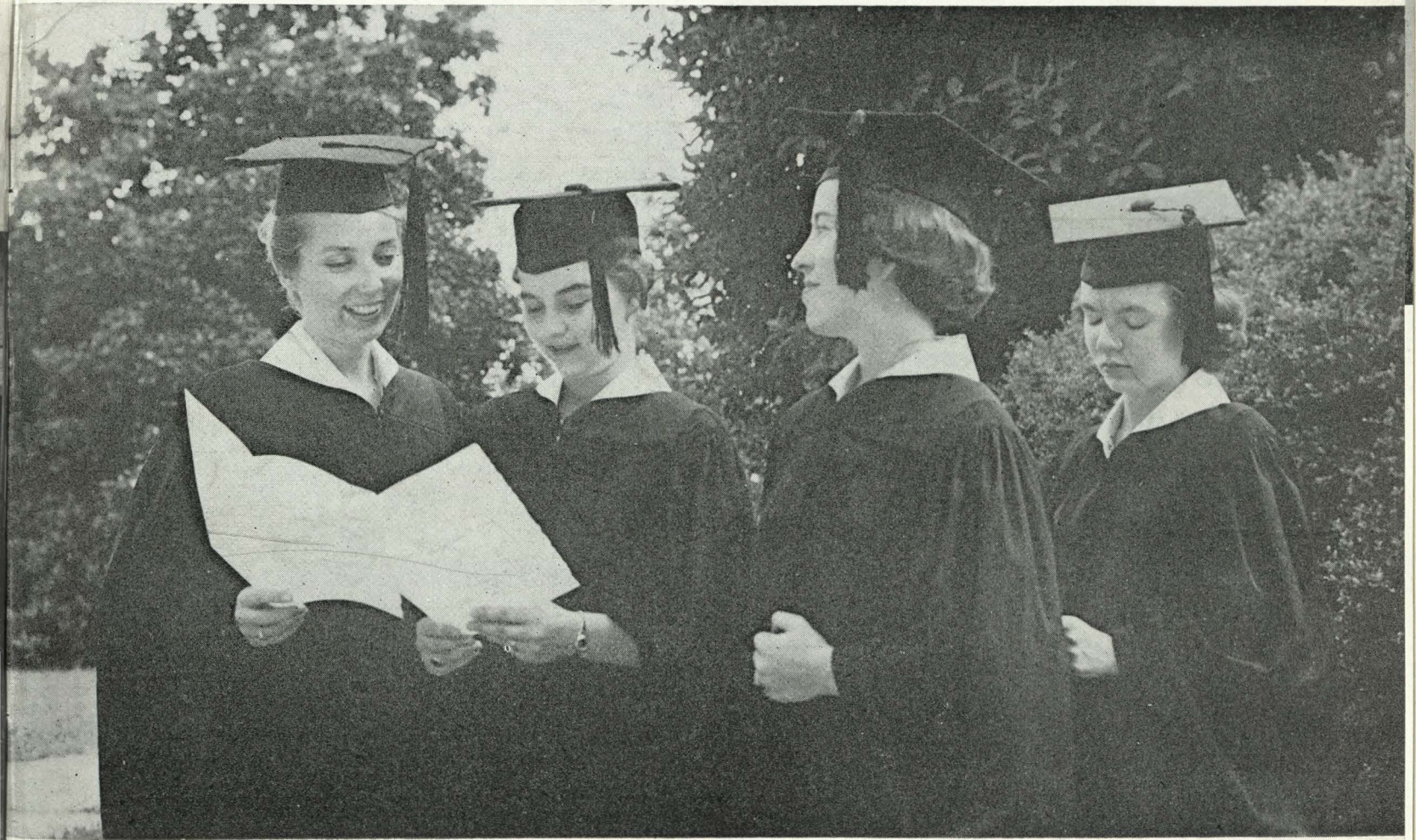
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THE Wesleyan ALUMN_AE

SUMMER, 1960



"Wesleyan's tomorrow is bright with promise. The era now beginning is to be marked, I am very sure, by unity of purpose, by co-operation in steady progress, and by the attainment of the heights of academic excellence and of recognition so clearly justified as goals by Wesleyan's heritage, her traditions, and the devotion of so many over the years."

DR. GOODRICH C. WHITE



An Unsolicited Letter

from

Sara Branham Matthews

Distinguished Achievement Award 1950

A.B. Wesleyan College, 1907
A.B. and Phi Beta Kappa, University of Colorado, 1919
Ph.D. University of Chicago, 1923
M.D. University of Chicago, 1934
Honorary Doctor of Science, University of Colorado, 1938
Medical Woman of the Year, 1959, Washington, D. C.

Dear Wesleyannes All:

It has been a pleasure to read the May number of The Wesleyan Alumnae and to find out what some of our alumnae groups are doing for our college. The accomplishment of the Atlanta group, and Dr. Strickland's reference to similar activities in Newnan and Macon have emboldened me to add my bit and say to the alumnae at large, as individuals, something that has been on my mind and in my heart for several years.

Wesleyan was one of the first colleges to abolish annual dues to an alumnae association and to establish voluntary annual giving by means of what we have called our Loyalty Fund. During the years since then more and more schools have adopted this plan until now nearly all of the prominent colleges and universities have this program of annual giving. As the cost of education has increased, the importance of these alumni gifts has grown, and most of the privately endowed colleges and universities have come to depend upon their alumni for substantial support. Even the state-supported universities have come to expect it and use those funds for special building and activities which they could not otherwise have.

Not very long ago I saw a list of the colleges and universities that had adopted a program of annual alumni giving. The names of the schools were arranged on the basis of percentage of alumni participating. To my embarrassment and distress our Wesleyan was at the BOTTOM OF THE LIST with an incredibly low percentage of participants.

Truly, we love our Alma Mater and are proud of its traditions. Can we not show this in a material way? We have 7500 alumnae. A gift of only \$1.00 annually by each one would mean \$7,500.00 a year; a gift of \$10.00 would mean \$75,000.00 a year. This could soon begin to mount up. Of course every alumna cannot give \$10.00 every year, though many do give that and much more. But it is hard to believe that there is any alumna who cannot manage to get \$1.00 somehow for this purpose. After all it is the *number* of alumnae who give that counts most for it is a material and tangible indicator of loyalty.

Somehow it is easier to give when one is associated with an alumnae group. But so many Wesleyannes are tucked away alone somewhere, or scattered to the ends of the earth. This bold letter from me is to all of us, especially those who are alone somewhere.

Several times during the 53 years since my graduation it has been my privilege to represent Wesleyan in the colorful academic procession which attends the inauguration of a new college president. In such processions the participants are arranged in the order in which their institutions were founded. I have swelled with pride when I was always given a place near the head of the procession, with most of the other women's colleges trailing well behind. If we are near the first in this colorful pageantry, can we afford to be the last in material support?

Loyally yours,
Sara Branham Matthews
Class of 1907

On Cover—left to right

Paula Weatherly—Ross-Walker Award for Excellence in Spoken English, Anne Nalls Croom—Magna cum laude, Jacqueline Davis—Magna cum laude, Hasseltine Roberts—Senior Superlative

Mary Margaret Woodward, Magna cum laude, and her sister, Judy Woodward, adjusting hood.

Vol. XLVII

August, 1960

Florence Trimble Jones, Editor

Anne S. Johnston, Assistant. Elizabeth M. Dixon, Class Notes.

Credits to Helen Glenn, Public Relations

Published four times a year, November, February, May and August

By the Wesleyan College Alumnae Association

Admitted as second-class mail

Member of the American Alumni Council

WESLEYAN ALUMNAE



Induction of Class of 1960 into Alumnae Association

We Came Back . . . Did You?

Yes, more than 200 Wesleyannes came to the campus for Alumnae Weekend and we're glad we did! Why weren't *you* with us to celebrate the start of our association's second century of service to the college and to the field of education?

We had a wonderful time, and I wish there were sufficient space to give you a complete description of everything. But I'll try to hit the highlights and advise you to come next year and see for yourself!

Our Ship Sets Sail

The S.S. Wesleyan Alumnae set sail on a calm sea Friday evening at the lovely Candlelight Dinner. Attractive purple and white ships adorned each table, and our gracious and capable "skipper", Virginia McClellan McCowen, presided in her own charming fashion. Dr. Strickland, as president of Wesleyan was asked to light the candleabra, symbolizing his lighting the way as we go forward with the Wesleyan of the future.

Open House Honors Reunion Classes

Shades of days gone by as we clambered aboard the famous "Purple Turtle" to ride to Magnolia Hill for an Open House Friday evening. Our new "members-to-be", the class of 1960, joined us in honoring our special reunion classes! That clever Washboard Band added a gay note as they played informally on the porch. (Little Margaret Strickland stayed right with them and seemed to love every minute of it.)

Dr. and Mrs. Strickland and Virginia McCowen graciously welcomed each attending seniors in the art department—guest. The president's home looked beautiful and the punch tables were ar-

ranged by Jeanette Wallace Oliphant and Malene Lee Morgan. We all enjoyed touring the home and meeting the president's three daughters.

Reunions

Members of the Reunion Classes had a wonderful time during and after the Open House. The Silver Anniversary Class had started at a luncheon, but they were still catching up on news of their friends. And the Golden Anniversary Girls—they were still going strong long into the night! It was wonderful to see them together again—and realize that for some this was the first meeting since their graduation from Wesleyan.

It was impossible to visit with all the classes, but we did see the orchids and leis flown in from Hawaii for the party Alice Domingos gave for the Class of 1940! They must have had a grand time because their class sponsor, our Katherine Carnes, was with them, as was Ann Munck, a member of their sister class. All I know is that I can hardly wait till my old classmates hear the call to reunion and real fun next year!

Campus Tours

Saturday morning, we gathered enough energy to tour the campus and "oh and ah" at the recent additions and improvements. The new senior dorm, for instance with its beautiful view of the lake and those nice suites with connecting baths for every four girls! Campus life was never like this, now was it? Guess it's a case of being born 30 years too soon!

We went back to our beloved library, seeing evidence of growth here as everywhere else on campus. Then we stopped by that new 16-bed infirmary (it would almost be a pleasure to be sick in such surroundings) on our way to the Collier Art Gallery where we were amazed at

the work exhibited by the three graduating seniors in the art department — Ann Hicks Harp, Gloria Boyette Price, and Rachel Ann Wheeler. These girls really deserve commendation.

Candlelighting

But suddenly it was time for us to line up with our seniors for that wonderful Candlelighting Ceremony which always brings tears to these tired old eyes. Tears of joy and remembrance as we renew our vows of loyalty to Wesleyan and think of all it has meant to us. The caps and gowns mingled joyously with the bright summer dresses and startling hats of alumnae as the leaders tried to get us into some semblance of order.

Amazingly enough, we made it on time and walked into the auditorium for the impressive ceremony pictured above. Ninety-two new members were inducted into our Alumnae Association! What a thrilling moment — (and what a challenge for self-evaluation and examination of our own contribution to that association!)

Dr. Strickland's speech on "The Purpose of Education", was inspiring as well as informative. Be sure to read the excerpts elsewhere in this issue.

Grace Hightower Sings

Our own Grace Laramore Hightower added greatly to the occasion when she sang two vocal solos. Accompanied by John O'Steen, Grace sang "Connais

(Cont. on Page 23)





Wesleyan Commencement Procession - May 30, 1960.

We Listened and Learned

from three of Wesleyan's very own

President Strickland told us of "The Purpose of Education" at our annual meeting; Reverend Frederick Wilson, trustee, spoke on "Journey from a Mountain" at the Baccalaureate Services; and Dr. Goodrich C. White, trustee, delivered the Commencement Address on "And Now Tomorrow".

The Purpose of Education

"The purpose of education is to enable a person to realize his full potential as a person and as a member of the human society," Dr. Strickland told us, pointing out that "The person who realizes his full potential is the person who acts by free choice, the person who stands and looks the world in the face and makes his own decisions."

At Wesleyan, we seek "to elicit in the individual a love of learning, idealism, and integrity of knowledge that makes a person want to make the right decisions" . . . "We are taking a chance on the students, laboring with them, in the hope that with the proper nurture we can bring from within something we could not put into them from the outside," Dr. Strickland continued. The educational program at Wesleyan aims at superiority with no compromise with mediocrity and inferiority. It seeks to cultivate in the mind and heart of the student "love of the best, devotion to doing all things right, and absolute loyalty to the truth."

Wesleyan students are encouraged to discover a purposefulness and meaning in existence. They are challenged to "give of their best so they may discover what is best in life", according to our new president.

Baccalaureate Sermon

"The great need of our world is for more persons who are able to translate their inspiration into enthusiastic action; to bring a part of the spring from the mountain into the dry valley below; to keep the view from the mountain fresh in the mind in the midst of the life in the valleys of decision," Reverend Wilson said on Sunday.

"Take with you from this blessed place your capacity for friendship; let your full cup be tasted by many whose hearts are parched and dry at the foot of the hill below you . . .

"Peoples of all types, from all kinds of backgrounds, with problems and

heartaches that seem unsurmountable, wait longingly for someone who will open a door, turn on a light to their darkness, reveal a kindly smile . . .

"There are causes there in the lowlands where people live together that need persons like yourselves to champion them . . . Here on the mountain you have known the joy of working for something bigger than yourselves. Fill your cup with that and guard it carefully as you go down the hill; let others sip from your full heart the joy of surrendering self in a cause that is bigger than self . . ."

"The cup you have dipped into Wesleyan's springs has come to your spirits with a refreshing taste of God, more real and practical than you have ever known before . . . Fill your cups with Him, and down the tired and dusty roadways you shall travel, give freely the cool water of Life to those who thirst for Him."

Commencement Address

"Cherish, nurture your own high purposes, your noblest ideals for yourself, Dr. White, Chancellor of Emory University, told the 88 members of the graduating class. "Reach out for the things that you want to become a part of you—truth and beauty and goodness in all their forms and manifestations. They will become a part of you as you lose yourself in them.

"Keep on growing and whatever you do, whatever happens to you, you will be the kind of person who will have much to give to others because of what you are . . .

" . . . Character is, after all, the end and aim of all our striving. Schools and colleges, governments and laws, all the complex machinery of society justify themselves only as they serve to develop and protect people—to give people, individuals—a chance to become fine and fit to live. And only such people can make a world fit to live in.

A Special Report for Alumnae

The following 16 pages is a special report emphasizing the role of the alumna/a as the "key to America's educational future". We are including it — in spite of the fact that it cuts down on our coverage of our own Alumnae Weekend — because we feel the message as of importance to each of us. Though it is of necessity general in nature, it is specific in its application. It is being read by more than 3 million other college alumni throughout the world, "the most important persons in American education today".

"You who are young today are thinking. I believe that you are concerned, that you do care, that you may be watchful and waiting, but that you are not apathetic or indifferent. You may startle us at times with your clear-eyed and honest realism, at times a stark refusal to conform to established conventions, an insistence on the right to question and to examine critically all that has come down to you as formula or slogan. But I am persuaded, again, that along with all this go the shining faith and hope and courage of youth. And so I have faith that when in due course you do speak and act you will make tomorrow better than today."

WESLEYAN ALUMNAE

THE ALUMN^{US}/_A



ALAN BEARDEN, JON BRENNEIS



As student, as
alumna or alumnus: at
both stages, one
of the most important persons
in higher education.

a special report

a Salute.... and a declaration of dependence

THIS IS A SALUTE, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once



attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation's publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—*e.g.*, academic freedom—even when such defense may not be the “popular” posture. The list is long; yet every year alumni are finding ways to extend it.

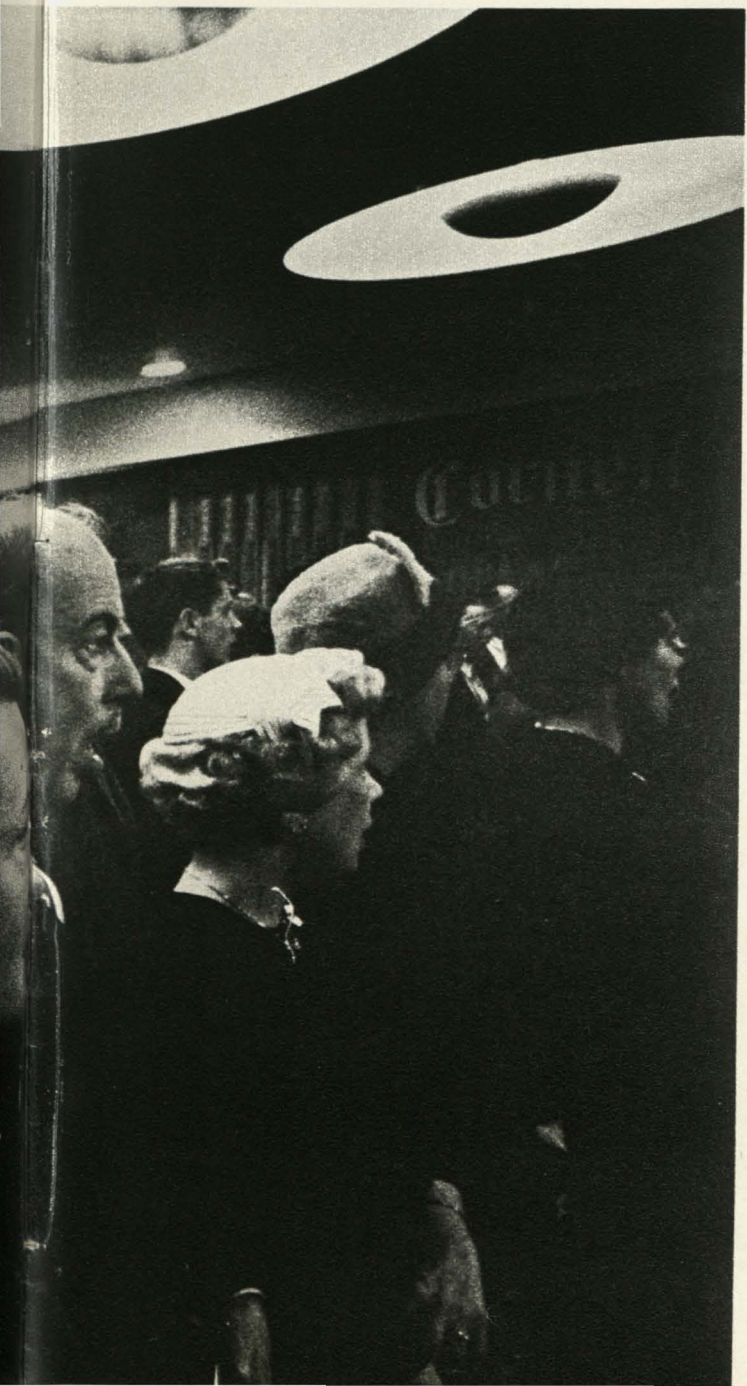
TO THE HUNDREDS of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions them-

selves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

“The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in *you*. If we are to win intellectual victories or make cultural advances, it must be through *your* good offices and *your* belief in our mission.”

The italics are ours. The mission is yours and ours together.



ROBERT PHILLIPS



Alma Mater . . .

At an alumni-alumnae meeting in Washington, members sing the old school song.

The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club's guests.

Alumnus + alumnus = a

Many people cling to the odd notion that in this case t

THE POPULAR VIEW of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:

Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation's very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the neckbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, or back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by *her* classmates, or the record run up last season by the alma mater's football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposedly careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton's third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen's, or unorganized alumnus's, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

► Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.

► Every year the alumni give five “distinguished teaching awards”—grants of \$1,000 each to professors selected by their peers for outstanding performance in the classroom.

► An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university's school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.

► The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.

► Some 3,000 of the university's alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university's former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alum-

alumni—or does it?

e the group somehow differs from the sum of its parts



ELLIOTT ERWITT, MAGNUM

Behind the fun

of organized alumni activity—in clubs, at reunions—lies new seriousness nowadays, and a substantial record of service to American education.

ni of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents' ability to finance their children's education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women's college annually sell tens of thousands of tulip bulbs for their alma mater's benefit; in eight years they have raised \$80,000, not to mention hundreds of thousands of tulips. Other institutions' alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of

yore have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else's. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

THE ACHIEVEMENTS, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an "active" alumnus means wearing a funny hat.

Why they come

DEAN! DEAN WINTERHAVEN!



TO SEE THE OLD DEAN

*And there will be
TURBULENT YEARS!*



FOR AN OUTING

*Here it is, Dears!
MY OLD ROOM!!!*



TO RECAPTURE YOUTH

*He was in my class, but
I'm DARNED if I can
remember his name!*



TO RENEW
OLD ACQUAINTANCE

*I JUST HAPPEN to
have your type of
policy with me...*



TO DEVELOP
NEW TERRITORY

TO BRING
THE WORD



Kelley

back: The popular view

Charlie? Old Charlie Applegate?



TO PLACE THE FACE

Appearances would indicate that you have risen above your academic standing, Buchalter!



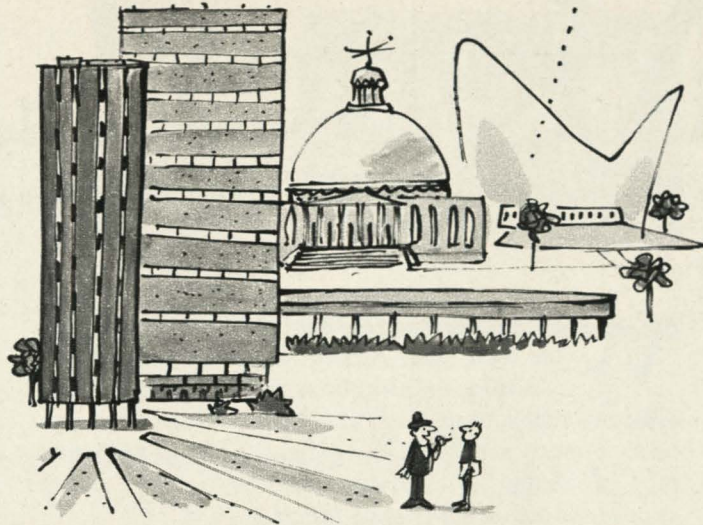
TO IMPRESS THE OLD PROF

He wants to do something for his OLD SCHOOL!



TO CONTRIBUTE MATERIALLY

Which way to MEM HALL, lad?

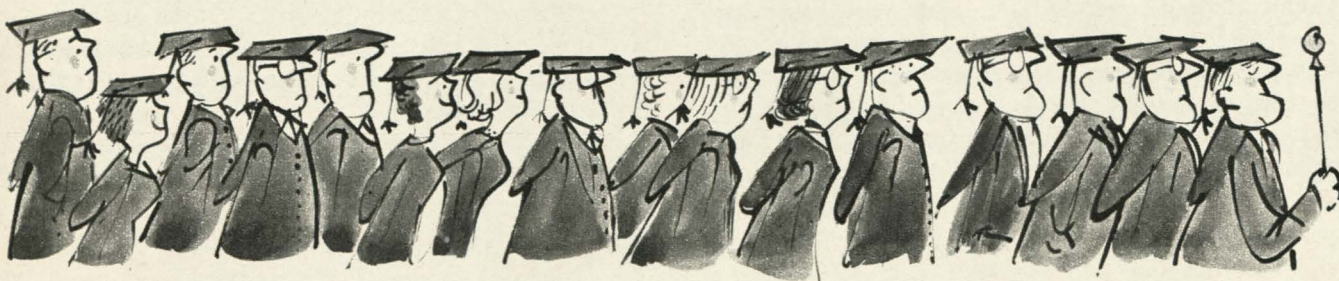


TO FIND MEM HALL

He says he's a FRAT BROTHER of yours!



TO BE A "POOR LITTLE SHEEP" AGAIN



Money!

Last year, educational institutions from any other source of gifts. Alumni support is

WITHOUT THE DOLLARS that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education depends upon it—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than \$199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed \$45.5 million, on an *annual gift* basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

ANNUAL ALUMNI GIVING is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and in-

heritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in \$11,015. In 1959 alone, Yale's alumni gave more than \$2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

AND MONEY FROM ALUMNI is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive *their* organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of *alumni* support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni

received more of it from their alumni than now education's strongest financial rampart



fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanted with their alma maters' cause,* and for those who spurn all fund solicitations, sometimes with heavy scorn,† and for those whom legitimate reasons prevent from giving financial aid,‡ the participation figure is still low.

WHY? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so. Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters' standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he'd give \$1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for \$62,000. Wofford's alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

"It was a remarkable performance," observed the American Alumni Council. "Its impact on Wofford will be felt for many years to come."

And what Wofford's alumni could do, your institution's alumni could probably do, too.

* Wrote one alumnus: "I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money."

† A man in Memphis, Tennessee, regularly sent Baylor University a check signed "U. R. Stuck."

‡ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

► Women's colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

Why? The alumnae say that while husbands obviously place a high value on the products of the women's colleges, many underestimate the importance of giving women's colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a *sine qua non* for business and professional careers.

As a result, again considering the average, women's colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men's or coeducational institutions, and the women's colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women's colleges' claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women's colleges rose 22.4 per cent. But it still trails the average gift to men's colleges, private universities, and professional schools.



ERICH HARTMANN, MAGNUM

for the Public educational institutions, a special kind of service

PUBLICLY SUPPORTED educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

► A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then

the university's "Associate Alumni" took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

► In a neighboring state, the public university receives only 38.3 per cent of its operating budget from state and federal appropriations. Ninety-one per cent of the university's \$17 million physical plant was provided by pri-



The Beneficiaries:

Students on a state-university campus. Alumni support is proving invaluable in maintaining high-quality education at such institutions.

vate funds. Two years ago, graduates of its college of medicine gave \$226,752 for a new medical center—the largest amount given by the alumni of any American medical school that year.

► Several years ago the alumni of six state-supported institutions in a midwestern state rallied support for a \$150 million bond issue for higher education, mental health, and welfare—an issue that required an amendment to the state constitution. Of four amendments on the ballot, it was the only one to pass.

► In another midwestern state, action by an “Alumni Council for Higher Education,” representing eighteen publicly supported institutions, has helped produce a \$13 million increase in operating funds for 1959–61—the most significant increase ever voted for the state’s system of higher education.

SOME ALUMNI ORGANIZATIONS are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics

and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

“This is unfair,” said a state-university alumni spokesman recently, “because this kind of activity is neither shady nor unnecessary.

“But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

“Since the law forbids us to *organize* such support, every alumnus has to start this work, and continue it, on his own. This isn’t something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it.”



a matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says *The Campus and the State*, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public—even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

► An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

► When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American

Association of University Professors to rally successfully to the v.p.'s support.

► When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

► When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is *not* an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have *not* opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

IN THE FUTURE, as in the past, educational institutions worth their salt will be in the midst of controversy. Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is *not* involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest service to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas

are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.

Ahead:

ROLAND READ



The Art

of keeping intellectually alive for a lifetime will be fostered more than ever by a growing alumni-alma mater relationship.

WHETHER THE COURSE of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

► *If alumni wish, their intellectual voyage can be continued for a lifetime.*

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution's business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automation is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. "Madam, we guarantee results," wrote a college president to an inquiring mother, "—or we return the boy." After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. "There has to be a reason and a purpose for a meeting," notes an alumna. "Groups that meet for purely social reasons don't last long. Just because Mary went to my college doesn't mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project." Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their

a new Challenge, a new relationship

education "stuck," to the revitalizing effects of learning. The chemistry professor who is in town for a chemists' conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

► *Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.*

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni "without portfolio" are seeking ways to join with their alma maters in advancing the cause of education. The

representative of a West Coast university has noted the trend: "In selling memberships in our alumni association, we have learned that, while it's wise to list the benefits of membership, what interests them most is how they can be of service to the university."

► *Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.*

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular "services." Many, besieged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions' case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America's educational future, and to all that depends upon it.

alumni- ship

JOHN MASEFIELD was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus's lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.

THE ALUMNUS/A

The material on this and the preceding 15 pages was prepared in behalf of more than 350 schools, colleges, and universities in the United States, Canada, and Mexico by the staff listed below, who have formed EDITORIAL PROJECTS FOR EDUCATION, INC., through which to perform this function. E.P.E., INC., is a non-profit organization associated with the American Alumni Council. The circulation of this supplement is 2,900,000.

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We Presented Alumnae Awards

Four outstanding and beloved alumnae were honored by the Association when the Awards for Distinguished Achievement and for Distinguished Service were presented this year.

We would like to present the actual citations as read by Rebecca Caudill Ayars, for these will give you the true picture of the four whose lives have meant so much to Wesleyan.

We are sorry that it was impossible for Mary Park Polhill to be with us to receive her award in person, but our thoughts were with her, and our congratulations go to her just as warmly and sincerely.

Left to right—Louis Lin, Annie Cargill Cook, Kathleen Mackay. Mary Park Polhill not shown.

For Distinguished Achievement which reflects honor upon Wesleyan College, we present:

Louise Lin, AB and BM 1904

Bachelor of Arts and Bachelor of Music of Wesleyan College in the class of 1904; Certificate from The Cincinnati Conservatory of Music in 1909; pupil of the distinguished Piano teacher, Ernest Hutcheson, in New York in 1916 and 1917; teacher of Piano at Wesleyan College for forty-five years; Dean of Women at Wesleyan Conservatory 1930-1932; since her retirement from Wesleyan, teacher of large private class of children; beloved by her colleagues and her students, inspiring them with her devotion to her work, her strength and courage, her warmth and sweetness, and her youthful, vigorous spirit; a loving sister; a faithful friend; loyal, generous daughter of Wesleyan; an Alumna of great value.

For Distinguished Achievement that reflects credit upon Wesleyan College, we Present

Kathleen Elizabeth McKay, B.F.A 1928

graduate of Wesleyan College, 1928, with a major in art; student in the Department of Art as Applied to Medicine, Johns Hopkins University Medical School, and at the Art Institute, Baltimore, Maryland, 1930-1931; Staff Artist, Mayo Clinic, Rochester, Minnesota, 1929-1930; Medical Artist, Mayo Clinic, 1931-1939; Special Government Illustrator, Ashford (West Virginia) General Hospital, 1944, Director Department of Medical Illustration and Photography, Emory University School of Medicine, Atlanta, 1939 to the present date; Charter Member, Association of Medical Illustrators, 1945; Business Manager, Journal of Association of Medical Illustrators; elected to the Board of Governors, Association of Medical Illustrators, 1959; Specialist in general medical illustrating, including anatomical, surgical and clinical drawings, in the design and composition of medical exhibits for state and national medical conventions, and in medical photography; illustrator of numerous scientific articles and of books, *Surgical Treatment of the Nervous System*, *Atlas of Spatial Electrocardiography*, and *The Mediastinum*; a good citizen with world-wide humanitarian interests, active in her concerns for the welfare of her fellowmen; a devoted member of her church and a faithful promoter of its interests; a warm personality marked by a vigorous, inquisitive mind and a high sense of loyalty to family and friends; who through the years has loved Wesleyan and served her well.

For Distinguished Service to Wesleyan we present:

Mary Park Polhill, AB 1901

Here is a woman whose life has been an embodiment of the highest ideals. Her influence has been felt in educational, civic, and religious life; her loyalty and service to her beloved Alma Mater have been truly an inspiration to alumnae.

After graduating from Wesleyan in 1901, this daughter of the illustrious Park family taught in the public schools of the state before marrying Thomas G. Polhill, a teacher who became president of the Georgia Education Association and a leader like his wife in church and welfare work. For many years Mrs. Polhill taught a Sunday School class of college girls, then organized and taught a class for young women, which still bears her name in the church school. For a long, long time, over two dozen years, she served as treasurer of

her Society for Christian Service, was elected president, and holds an honorary life membership. In recent years, she made a fine contribution to her church by writing its history.

In serving her community she has been an active member of the LaGrange Woman's Club, regent of the Daughters of the American Revolution, and president of the local chapter of the United Daughters of the Confederacy.

Her service to Wesleyan has been long and loving. It was she who organized her local alumnae club, who served for a long term as its president and guiding spirit. She acted a number of times as Class Agent in securing Loyalty Funds, and has herself been a faithful contributor. In 1924 she was selected to represent Troup County in the Greater Wesleyan Campaign to raise funds to build Wesleyan at Rivoli. Later, in an hour of college crisis, she was appointed alumnae director for the LaGrange district in the campaign to Repurchase Wesleyan, rendering loyal and effective service in raising funds to help save Wesleyan.

In 1940 she was chosen Alumnae Trustee, which she termed "life's proudest moment." This position she filled with her customary loyalty and devotion, bringing to it her attributes of sincerity and serenity. Though impaired health and failing sight rendered her house-bound with passing years, she never faltered in her support and love, treasuring ever her friends and experiences at Wesleyan.

In recognition of her ability to give primacy to the human and spiritual, The Kiwanis Club of LaGrange cited her as Citizen of the Week in 1950, "in appreciation of her desire to encourage the daily living of the Golden Rule in all human relationships." We take pride in presenting to this wonderful example of Christian womanhood, an Alumnae Award for Distinguished Service to Wesleyan.

For Distinguished Service to Wesleyan we present:

Annie Cargill Cook, AB and BM 1885

Annie Cargill was graduated from Wesleyan in the class of 1885. She was the organist of the St. Luke Church, Columbus, Georgia, and a teacher in the Sunday School.

When conference met at St. Luke, young Ed F. Cook, a rising young circuit rider, met Organist Annie Cargill and asked her to be his accompanist for life. This she did for sixty-three years with great harmony and never a sour note or discord. As she accompanied him from one parsonage to another, she made a home of serenity and beauty. She was a devoted mother for forty-eight years.

After Dr. Cook's retirement, they enjoyed surcease from moving for twenty years at 317 Corbin Avenue in Macon, in a little gray nest, neat, sweet, and orderly, like Miss Annie herself. During these years of afterglow, it was often said that Dr. and Mrs. Cook were the best-loved couple in Macon.

Since Dr. Cook made his final move three years ago, "Miss Annie" has been alone, and yet has she? She has had many friends, many memories, many hopes, and the Great Friend.

In all these years, Annie Cargill Cook has been a loyal alumna of Wesleyan. Her loyalty fund check, generous and regular, her presence at meetings, her unfailing service, whether to make a talk or write a letter, have attested her enduring love for the college. By living for the eternal intangibles and quietly showing forth faith, love, patience, and courage in the home, the church, the community, she has reflected credit on her Alma Mater.

Annie Cargill Cook, class of '85, the daughters of Wesleyan rise up to call you blessed.



GOLDEN ANNIVERSARY CLASS OF 1910

Left to right: Esther Hosch Crews, Mattie Tumlin Niblack, Cornelia Smith, Bobby Royal Rainey, Jessie Isaacs Bernd, Anna Belle McCrory McKellar, Maude Phillips Fry.

SILVER ANNIVERSARY CLASS OF 1935

Left to right: Kathleen Callahan Rhodes, Lois Newsome Sams, Addie Fincher Dodd, Louise Caldwell Arnall, Eleanor Anthony Solomon.

Those who attended the reunion but not present for the picture were: Dorothy Royal Gower, Ruth Renfroe Thrower, Katherine Jordan Stewart, Martha McCord Slocumb.



We Elected An Honorary Member

Frances Strohecker, long time friend and employee of Wesleyan was named an honorary member of the Wesleyan Alumnae Association on Alumnae Day.

Secretary to the president of Wesleyan since 1947, Frances also served as Business Manager from 1949 to 1953. In the early '40s she worked as secretary to Dr. Silas Johnson whose concern as Executive Vice-President was the bonded indebtedness of Wesleyan. She worked closely with Dr. Johnson for 2 years and then returned in 1947 when he was president of the college.

As secretary to the president, Frances served as secretary of the Finance Committee and assistant secretary of the Executive Committee for the Board of Trustees. For a number of years she has been secretary of the Scholarship Committee becoming so interested that she has contributed to the Wesleyan funds annually.

It is with a great deal of pride and joy that we welcome Frances, a life-long friend of Wesleyan, into our Alumnae Association. Born in the shadows of Old Wesleyan towers and within sound of the bells, she has always considered Wesleyan a hallowed place. It is fitting that she join our ranks in recognition of all that she has meant to our Alma Mater.



Frances Strohecker

MEMORIAL SERVICE

Among those who were remembered on Alumnae Day were the following whose names have not been previously published:

Maude (Campbell) Keen	1887
Fannie (Henry) Pettitt	1887
Minnie (Rockwell) Orr	1888
Anita (McClendon) Miller	1889
Imogene Gussie (Walker) Hannah	1889
Ada (McElhannon) Holder	1889
Mary Nimqui (Williams) Smith	1890
May (Everett) Brown	1891
Mary (Butt) Sheppard	1892
Nellie (Edwards) Williams	1892
Ethel Peter	1892
Annie K. Bannon	1893
Alma Pearl Brown	1896
Ruth Clark	1897
Lizzie Elise (Hunt) Caffey	1897
Mary (Mabbett) Bowman	1897
Laurie (Wynn) Garner	1905
Maisie H. (Griffith) Taylor	1905
Wynnie May Hill	1908
Mary (Goldgar) Skerball	1908
Reba (Menard) Wilcoxon	1911
Ernestine (Theis) Smith	1915
Ruth Kelley	1924
Martha (Garrett) Turner	1925
Banks Armand	1935
Antoinette (Milhollin) Sessions	1935
Betty Ellen (Gragg) Austin	1942

(Continued From Page 3)

—tu le pays?" from the opera Mignon and "The Bird of the Wilderness" by Edward Horsman. Her performance was the crowning glory for all-Wesleyan Alumnae Weekend and Commencement program! Three trustees gave of themselves and their talent — Grace, Dr. Goodrich C. White, and the Rev. Frederick Wilson. What better evidence of the prestige of our own?

Scholarship Is Presented

Virginia Bowen of Griffin was then introduced as the outstanding recipient of the Alumnae Endowed Scholarship for Leadership. Virginia is the daughter of Elizabeth Bowers Bowen, 1938, and her record is truly noteworthy, in the fields of scholarship, leadership, and general ability! Her acceptance speech brought a real lump into my throat. You should have been here to have shared my pride in the coming generation at Wesleyan!

Diane Lumpkin received the Jane Esther Wolfe prize for romance languages.

Freda Kaplan Nadler presented a concise report on the Bequest Program, reminding us all that "Where there is a will, there is a way to remember Wesleyan". It was wonderful to learn that over a half million has been pledged in this way, but each of us must do our share regardless of how small it may seem. Bequests begin at \$100.00, you know!

Memorial Service

A sad note was added by the Memorial Service as we paused to pay tribute to 58 classmates who are no longer with us. The list was read by Elsie Lowden Maxwell with the lovely flowers arranged by Jean Elsom Hogan.

But the happy notes returned when the members of our Anniversary classes were introduced! Their shining faces and their loving gifts to Wesleyan inspired all of us . . . gifts presented in "deepening appreciation of all that Wesleyan is and all that Wesleyan gives to her daughters", presented "with hearts in unison with love for Wesleyan and with pride for all her successes and attainments".

Business

You will read elsewhere that we named Frances Strohecker as an honorary member. We elected Ruth Kasey Yost as Alumnae Trustee, and Jeanette Harris Morgan as a member of the Alumnae Board of Managers. You can well imagine the glowing tribute paid to our retiring Alumnae Trustee, Evelyn Wright Banks by Jennie Loyall Manget. And you can read the citations for the Alumnae Awards presented by Rebecca Caudill Ayars . . . But the mere printed page cannot possibly bring to you the same feeling of pride and satisfaction in our achievement and our plans for further progress.

You have to be with these people who are guiding the Alumnae Association so

capably and see firsthand the results of their labors. You have to mingle with alumnae of Wesleyan, old and new, share with them their dreams and inspirations, work with them to realize those dreams—only then can you appreciate the real scope and power of the Wesleyan Alumnae Association, the second oldest in the world, but by far the best of all the rest!

Luncheon

The delicious luncheon honored our reunion classes, but this time we also honored the "baby" alumnae, 92 strong! Cornelia Turner Thornton expressed our appreciation for all who had worked so hard to make this week-end a success, but once again, mere words are inadequate. Those of us at our table vowed that we would show our appreciation in a more tangible way during the coming year by contributing just a little bit more to the Alumnae Fund and by spreading the good word about Wesleyan to the top girls who would be the type we want for the Wesleyanettes of the future. Won't you join us?

We'll hope to see each of you next year and compare notes. It is wonderful to go back to the campus and see the graduates who will be the leaders of the future as they mingle with the older grads who are even now contributing their share to the world today. It makes us proud and it makes us glad all over again that we chose Wesleyan—the oldest and the best!

OPEN HOUSE AT MAGNOLIA HILL



(Upper Left) The Strickland receiving the Reunion Classes: (Upper Right) Janette Wallace Oliphant, Malene Lee Morgan serving: (Lower Left) Alumnae and members of the graduating class enjoying the party together: (Lower Right) Washboard Band in action—Left to right, Ann Robinson, Margaret Strickland (youngest member of the First Family), Lou Sommers, Emily England, Sue Summerhill.

1902

Nell (Knight) Cleghorn, although seventy seven attended the 108th anniversary of Phi Mu in Albuquerque, N. Mex. The sorority was founded in 1852 at Wesleyan with three charter members.

1903

Sympathy is extended to **Effie (Crawford) Moseley** who lost her husband on Sept. 26, 1959.

1912

Our deepest sympathy is extended to **Alice (Domingos) Evans** in the sudden death of her husband, Col. William Doughty Evans, on March 27, 1960.

1921

Anita (Wagner) Grimes is teacher of Journalism and advisor of the newspaper at Vigor High School, Pritchard, Alabama. Her students have won six times the Sweepstakes Award offered by the University of Alabama for the best high school newspaper in the state. Her students won three All-American awards in the National Scholastic Press Association.

1922

Louise (Walters) Johnston is serving with nine other principals and teachers on the State Textbook Committee of the State Department of Education, evaluating books for state adoption in the fields of English, Literature, Reading, Spelling, and Fine Arts.

Louise is also chairman of the Georgia Council of Teachers of English in the Eighth District. She is living in Alma where she teaches English in the Bacon County High School.

1926

Deepest sympathy to **Margaret (Zatun) Roan** in the death of her husband, Judge Augustus M. Roan, on Oct. 13, 1959.

Sympathy is extended to **Alice (Nock) Price** who lost her husband on Sept. 2, 1959.

1932

Sympathy is extended to **Evelyn (Merritt) McDonald** who lost her mother in February 1960.

1933

Our sympathy to **Virginia (Stanton) Eyler** whose father, Harry B. Stanton, died on Feb. 25, 1960, in Savannah at the age of 76 years.

1940

Margaret (Hunter) Richards was unable to attend her class reunion this year because of the birth of her fifth child. She now has a lovely family of 3 boys and 2 girls.

1942

Mary Stewart (Becking) Smith represented Wesleyan College at the inauguration of Le Roy Albert Martin as President of the University of Chattanooga on March 18, 1960.

Class Notes

1946

Helen (Proctor) Morris moved last December from McRae to Statesboro, Ga., where her husband is vice-president of the T. J. Morris, Co., a wholesale grocery depot. They have three children, Karen 10, Frank 6, and Suzanne, a new daughter.

Emily (Bell) McNally is president of the Mobile Bar Auxiliary and was the founder of the Joe Jefferson Players of the Community Theatre in Mobile. She was chairman of the Mothers March of Dimes for Mobile in 1960. She is the mother of one son, George Edward, Jr.

1947

Jo (Patterson) Bettoja lives in Rome, Italy, where her husband is head of the Bettoja Hotel chain. She was a former fashion model in Rome, and is now busy with two sons.

1951

Robin (Chesney) Hopkins has taught vocal music in the public schools of Baltimore County, Md., for eight years. Her husband is a CPA and lawyer associated with the Mortgage Department of Monumental Life Insurance.

1953

The husband of **Jean Cary (Chapman) Peck** is assistant professor of physical education, coach of basketball and tennis, and line coach of football at Bates College in Lewiston, Maine. She has an 18 months old son, Bobby. "Ta" visited her parents in Forsyth in February and was joined by her sister, Ruth (Chapman) Hassler, 1957, who is living in New Mexico.

Sympathy to **Emma (Pate) Urquhart** who lost her father in April.

Giny (Polk) Finch and her husband, Dave, their three children - Molly, 5; Foster III, 2; and Meg, 6 months; are moving to Westfield, N. J. in July. While house hunting around the New York area, she went to Philadelphia and spent the day with Betty Lou (Barber) McClure, 1953, whom she hadn't seen for eight years. M. B. (White) Barnett, 1953, dropped by while she was there and a good time was had by all.

1954

Alice Ann Hamilton and **Joyce Paris**, 1954, are living together in Decatur, Ga., and teaching in grammar school.

Doris (Chitwood) Kirksey, who has a little one year old daughter, is now living in Decatur, Ga.

Mary Frances (Axley) Russell requested us to print her address because she wants to hear from Wesleyan friends: Mrs. J. Frank Russell, Jr., Rt. 2, Kingston Pike, Concord, Tenn. She lives on a beautiful farm where her husband raises beef cattle, hogs and tobacco. Her husband is a graduate of the University of Tennessee in agriculture.

1957

Sympathy is extended to **Elizabeth Field** who lost her mother on Feb. 16

1960.

Mickey (Haynie) Jackson, and her three children - Jennifer, Ralph, Jr., and Jeffrey - will stay in Atlanta while her husband who is a captain in the U. S. Army Dental Corp. is on a tour of duty in Korea.

1958

Ralph Ketchum, husband of **Julia (Stillwell) Ketchum** is teaching American Studies at Syracuse University. For two years he was on the editorial staff at the University of Chicago working on the Madison Papers.

Luleen Sandefur is doing graduate work at Emory University and has also been made assistant Women's Housing Director.

Clarice (Pittman) Elder is working with McFadden Publications in Atlanta and her husband is in insurance there.

Ann (Middlebrooks) Gale is in Atlanta with her husband and year old daughter. She tells us that **Zoe (Moore) Doar**, 1958, will teach next year in Jacksonville until the Army informs her she can join her husband in Korea.

Libby (Cauthen) Grayson is with the Fulton County Welfare Department while her husband completes graduate work at Emory.

Frances (Quarels) Hinley is living in Marietta and doing substitute teaching. Her husband is with Lockheed.

Nancy (Doss) Holcomb and daughter are in Baton Rouge while her husband is in L. S. U.

Beverly (Castle) Dennerman lives in Atlanta where her husband is in the insurance business.

Bee (Seckinger) Epley is living in Washington, D. C. She recently married David Epley a Harvard graduate from Kansas.

Judy (Fletcher) Cannon is teaching in Oklahoma City.

Carol (Jackson) Duffell is in Atlanta with her husband who is studying medicine at Emory.

Temple (Wilson) Ellis and family have moved to Covington, Ga., where her husband is practicing law.

Sue (Davis) Reynolds has moved to Germany where her husband has a three year tour of duty.

1959

Cay (Murphree) Hartley is working on a masters degree at Emory.

Janet (Wilkens) Middleton is now in Atlanta with her husband after a two year tour with the army.

Yvonne (Grant) Lindsey and year old daughter are living in Augusta while her husband completes medical school.

Margie Hendrix, a 1959 Wesleyan graduate with a major in sociology, has chosen a career with the Red Cross and is now recreation worker at the U. S. Naval Air Base Hospital in Jacksonville, Fla. She says that "hospital recreation gives an opportunity for real service. Our Red Cross recreation program affords me a wide variety of interesting responsibilities and I find my work stimulating, educational, and very satisfying."

Helen Poole is working in New York City for McCann-Erickson, an advertising firm.

Lee (Brenaman) McJordan is now located in Atlanta where her husband is a pilot for Southern Airways.